

SPECIAL EDUCATION DISPROPORTIONALITY COMPARISON

Annual Performance Report



Significant Disproportionality

ELEMENTS

Indicator 4A: Discipline
 Out-of School/Expulsions
 Indicator 4B: Discipline by Race
 Out-of School/Expulsions
 Indicator 9: Identification by Race
 Indicator 10: Specific Disability Category by Race

Discipline: Action Taken by Race
 In-school suspensions
 out-of-school suspensions/Expulsions
 Total Removal including AE
 Identification by Race
 Specific Disability Category by Race
 Least Restrictive Environment by Race

DISCIPLINE

Measurement: Discipline Risk Ratio - Discipline Actions within Special Education

Measurement :Significant Difference in Discipline - Special Education vs General Education

Indicator 4A: Significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs vs. rate of suspensions and expulsions of greater than 10 days in a school year for children without IEPs.

If the special education rate is more than 1.36 points higher than general education a district will flag and be required to submit a self-assessment.

Indicator 4B: Significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs by a specific race vs. rate of suspensions and expulsions of greater than 10 days in a school year for all races of children without IEPs.

If the difference for special education by a specific race is more than 4 points higher than general education for all races, a district will flag and be required to submit a self-assessment.

Significant Disproportionality in Discipline requires a 3 year pattern for identification

Five areas of analysis:

1. In -School Suspension 10 days or less (count of students by race)
2. In-School Suspension greater than 10 Days (count of students by race)
3. Out-of -School Suspension 10 days or less (count of students by race)
4. Out-of-School Suspension greater than 10 Days (count of students by race)
5. Total Removals: Count of students by race who received ISS, OSS, and/or Alternative Environment.

If a district has a risk ratio greater than three (3) for three (3) consecutive years in the same area and race, they are required to set aside funds and provide Comprehensive Coordinated Early Intervening Services (CCEIS).

IDENTIFICATION

Indicator 9: Identification
Measurement : Identification Risk Ratio
Special Education: Child Count by Race
Comparison data: October 1 Enrollment by Race

Districts with a risk ratio greater than three (3) are flagged and must complete and submit the self-assessment.

Measurement : Identification Risk Ratio
Special Education: Child Count by Race
Comparison data: October 1 Enrollment by Race

Districts with a risk ratio greater than three (3) for three (3) consecutive years for the same race/ethnicity is required to set aside funds and provide Comprehensive Coordinated Early Intervening Services (CCEIS).

DISABILITY CATEGORIES

Indicator 10: Identification by Disability
Measurement : Identification Risk Ratio
Special Education: Child Count by Race and Disability
Comparison data: October 1 Enrollment by Race

Districts with a risk ratio greater than three (3) are flagged and must complete and submit the self-assessment.

Intellectual Disability
 Autism
 Other Health Impaired
 Speech/Language Impaired
 Specific Learning Disability
 Emotional Disturbance

Measurement : Identification by Disability Risk Ratio
Special Education: Child Count by Race and Disability
Comparison data: October 1 Enrollment by Race

Districts with a risk ratio greater than three (3) for three (3) consecutive years for the same race/ethnicity and disability is required to set aside funds and provide Comprehensive Coordinated Early Intervening Services (CCEIS).

LEAST RESTRICTIVE ENVIRONMENT

Not Applicable for the APR

Less than 40% of the day in the regular classroom

Day Schools

Measurement : Educational Environment Risk Ratio
Special Education: Educational Environment by Race
Comparison data: Child Count by Race

Districts with a risk ratio greater than three (3) for three (3) consecutive years for the same race/ethnicity and disciplinary area is required to set aside funds and provide Comprehensive Coordinated Early Intervening Services (CCEIS).

SELF-ASSESSMENT: The disproportionality self-assessment can clear a district of significant discrepancy or disproportionate representation if inappropriate policies, procedures or practices are not identified. However, the self-assessment cannot remove a district from having to implement CCEIS.

A district identified for CCEIS because of a three year pattern in the same area and race MUST complete the self-assessment with student review worksheets, the Success Gap Rubric, submit an CCEIS implementation plan, set-a-side funds, and track students served in eSchool.